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2023-2026

**Student**

**Code of Conduct**

***Equity and Excellence: realising the potential of every studnt.***

***All children and young people are confident, creative lifelong learners active in their community. Achieving our vision requires a collective understanding of what we all stand for and how we will make it a reality.***

***To achive our vision of equity and excellence we will focus on:***

***Education Achievement Wellbeing and engagement Culture and Inclusion***

*Queensland Department of Education*

*State Schools Strategy 2023*

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| Contact Information |
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| Endorsement |
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| Principal Name: | Troy Jenkins |
| Principal Signature: |  |
| Date: | 15.6.2023 |
|  |  |
| P/C President and-or School Council Chair Name: Bronwyn Zimpel |  |
| P/C President and-or School Council Chair Signature: |  |
| Date: |  |

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| Purpose |
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Monto State School is committed to providing a safe, respectful and responsible learning environment for all students, staff, parents and visitors.

Monto State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective and inclusive whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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| Whole School Approach to Discipline |
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**Monto State School Mission Statement**

We believe when students are provided with an equitable, respectful learning environment, everyone can grow, learn and succeed.

Monto State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered throughout the school, including sporting activities and excursions. At Monto State School we believe that a positive learning environment, with clear expectations and consequences, ensures that students can learn and succeed at a high standard.

**Information about PBL**

PBL is an evidence-based framework used to:

* analyse and improve student behaviour and learning outcomes
* ensure that only evidence-based practices are used correctly by teachers to support students
* continually support staff members to maintain consistent school and classroom improvement practices.

*Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.*

**PBL Expectations**

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four core values of Monto State School: Be Safe, Be Responsible, Be Respectful and Be a thinker.

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The four core values of Monto State School are:

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| Be Safe | Act in a safe manner at all times including, getting to and from school, moving about your classroom and school grounds, in the playground |
| Be Responsible | Be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to school life and take care of the environment |
| Be Respectful | Treat yourself, your schoolwork, your teachers, other students and community members with respect at all times |
| Be a Thinker | Think about your actions and how they might affect others, including responding to bullying, arriving to school on time , |

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| The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff at Monto State School . These are similar to the students four core values.  ***Marvellous Monto Parents*** | | | | |
| ***Our Bees*** | **Dress Code** | **Arrival and Departure** | **Visiting our School Grounds** | **Positive Partners in Learning** |
| **Be Respectful** | My child is dressed appropriately for school | Students arrive before school begins  I let the office know if my student is absent. | Use appropriate language around our students  Speak respectfully of others – parents, students and staff | Speak respectfully about other families, students and staff around your student  Other parents have different ideas around what is suitable viewing or language to use around their child. |
| **Be Responsible** | Be proud that my child/children are neat, tidy and ready to learn. | Child arrives and is collected on time in the correct pick up and drop off areas. | Report to the office and sign in  Move around grounds quietly | Ensure school materials such as home readers and library books are returned |
| **Be Safe** | Sun safe wearing a broad brim hat, or maroon school hat  Wearing closed in shoes | Contact the school if plans change so that students are safe.  Drop my students after 830am unless prearranged so they are safe and cared for.  Not smoke in the school pick up and drop off areas. | Smoke outside of school grounds  Alert teachers/staff to any dangers or issues  Respect rules around filming and photographing other students. | Follow the school rules to ensure the safety of our students, volunteers, visitors and staff.  Keeping my student at home if they are unwell. |
| **Be a Thinker** | Name items of clothing. | Communicate changes of address, phone numbers, and email addresses so that contact details are up to date. | Share skills, and time with classrooms, tuckshop and P&C to make our school a better place. | Be proud of your student’s efforts and improvements whether they come first or last. |

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| ***Marvellous Monto Staff***  The table below explains the PBL expectations for our staff at Monto State School. These are the standards we commit to as staff at Monto State School . These are similar to the students four core values. | | | | |
| ***Setting*** | ***Be Safe*** | ***Be Responsible*** | ***Be Respectful*** | ***Be A Thinker*** |
| ***Directions*** | Provide clear instructions to students | Rules clearly stated and explicitly taught, and clear consequences provided | Fair and equitable decisions made | Participate in PD to continue to refine and develop teaching skills |
| ***Workplace/***  ***Classroom*** | Report workplace health and safety issues promptly.  Safe movement around room. | Appropriately levelled work provided to students.  Rooms locked, rubbish in bins and materials packed away.  Report breakages. | Use equipment in the manner intended.  Equipment is cared for and placed away. | Speak respectfully to other staff.  Care for own and others’ well-being. |
| ***Playground*** | Re-direct and respond to students promptly | Remind students to pack away equipment | Encourage fair and inclusive play | Mediate or facilitate mediation  Provide consequences fairly and in a timely manner |
| ***Expectations*** | Clearly taught or provided | Ensure all students know rules and consequences | Of circumstances and age | Consider needs of students  Review rules and consequences regularly |

**Student language for our classrooms**

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| ***What Does It Mean To Be A Monto Super Bee*** | | | |
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| **Be Responsible** | I prevent others from learning  I do not follow the rules or care for the equipment in the playground, library or other school buildings | I listen only when I need to, and work only when asked.  I will follow rules and care for equipment and spaces if I know that the teachers are close by. | I am trying hard with my learning and helping others to be better learners.  I follow the rules and care for our equipment and spaces at our school.  I encourage others to do the same. |
| **Be Respectful** | I am disrespectful of the rights of others to learn and participate in games and sports | I am sometimes respectful when it suits me, and I only focus on winning | I am respectful of everyone and include everybody in learning time, games and in the playground.  I know that everybody needs an opportunity to have a go. |
| **Be Safe** | I do not follow rules or act safely in and around school, or on the way to and from school | I occasionally forget to follow the rules and to act safely.  I sometimes do unsafe things travelling to and from school | I keep myself and others safe in and out of the playground and learning areas.  I follow the safety rules travelling to and from school |
| **Be a Thinker** | I do not think before I comment on others or their efforts.  I do not think about how others might feel. | I usually make sure that I and my friends think before we comment to and about each other.  I usually try to by best in my learning.  I am generally concerned for myself and my friends’ feelings. | I make positive comments to others about their work and effort.  I use the power of YET for my own work and the work of others.  I think about how I would feel in somebody else’s place. |

**Consideration of Individual Circumstances**

Staff at Monto State School take into account students’ individual circumstances when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence, such as:

* behaviour history
* disability
* mental health
* wellbeing
* religious and cultural considerations
* home environment and care arrangements

We recognise that individual circumstances influence the way we teach and the way students learn; the support we provide and the way we respond to each student. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair.

In response to such individual circumstances we use an Individual Behaviour Support Plan (IBSP). IBSP’s are used for students that have repeated minor or major behaviours that impact their learning. This is a way we at Monto State School support students with individual challenging behaviour. Following PBL practises means that we at Monto State School believe that it is the recognition of positive behaviour, alongside the sureity of consequence for poor behaviour that assists students in learning and demonstrating appropriate behaviour – not only at a school level, but also within the broader community.

Our teachers are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what behaviour consequences another student might have received, we will not disclose or discuss this information with anyone but the student’s family. We expect that parents and students will respect the privacy of other students and families.

*If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.*

**Differentiated and Explicit Teaching**

Monto State School is a positive, disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Our staff reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Monto State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

PBL is utilised in every classroom in our school. The PBL Expectations Matrix, illustrated below is visible in every classroom, and forms the basis for developing behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom, and across the school. The completed matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. A “student” friendly version is also available for students to refer to.

**Universal Monto State School Positive Behaviour –**

**What They Look Like**

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| **Setting** | **Safe** | **Respect** | **Responsible** | **Be A Thinker** |
| **Classrooms** | Right place, right time  Sitting in my seat  Walking feet  First time every time | 6LS – looking, listening, hands in lap, lips closed, legs crossed and learning | Caring for my resources  Caring for school resources  Completing set tasks  Positive learner – alone and in groups  Put away resources  Keep our rooms tidy | Hands up  Positive and supportive  Be Kind  Be a Helper |
| **Library** | Sitting  Walk around space  Follow instructions | Quiet space  Care for the books Respect resources | Put away games  Turn on/off computers as directed  Use a shelf marker | Use returns slot  Borrow before the bell – not on the bell |
| **Parade** | Sitting in my class line  Staying in the parade area | Sitting quietly in my own space  Hands up for quiet  Listening to speakers  Congratulating others  Being proud of my school | Caring for the area -keeping it tidy | The way I move up to the front to accept awards.  Listen and think |
| **Lining Up** | Two lines  Listening to my teacher/adult  Right place, right time  Hands and feet to myself | Standing quietly  Moving and waiting quietly | Have everything I need to take with me  Hat on my bag | Neat lines behind leaders  Being kind to others |
| **Inside Play**  **/Wet Play** | Walking up the stairs or concrete  Walking when inside | Care for other people’s things in classrooms  Inside voices  Speak nicely to others  Use kind words | Help to pack up  One game/activity out at a time -pack it up  Share with others  Turn taking | Be kind  Listen to and follow instructions |
| **Outside Play** | Safe hands  In- bounds play  Sticks on the  ground  Using equipment  safely  Walking on concrete  Wear a hat | Use friendly, kind words  Be positive  Be inclusive  Listening to the teacher on duty | Sharing  Put away equipment  Following playground rules  Invite others to join games | Play as a team  Participate  Inclusive |
| **Sport** | Wear a hat  Water bottle  Stay with my group or team  Safe hands and feet | Be positive  Be inclusive  Use kind words | Be a good sport  Care for the equipment and grounds | Encourage others  Follow the rules of the game  Participate in the spirit of the activity  Try my best  Not give up |
| **Tuckshop**  **and**  **Lunches** | Walking  Carry the lunch box carefully  Hands off in line  Sitting in the eating area  Eat only my food | Wait for the ladies  Thank the workers  Wait for the monitors to bring food to the area  Chew with my mouth closed | Return boxes to tuckshop  Return boxes to classrooms  Rubbish in correct bins  Eat my best food first  Eat before I play | Pick up my rubbish  Leave my lunch box zipped up  Take lunch box upstairs at the end of lunch |
| **Arriving and Leaving school** | Walking my bike or scooter  Safe walking  Waiting in front of the school or on the veranda until other students arrive | Being kind to others on the way to/from school (including my parents) Listening to the teachers and my parents/caregivers | Letting others leave safely  Taking care of my belongings  Bags in port racks | Arrive promptly at the bus line to go home.  Wait for my family at the front gate  Listen to instructions given by teachers |
| **Travelling to and from school** | Wear a seat belt  Sit down on the bus  Use the crossings  Walk or travel directly between home and school  Leave only with my family unless teacher knows  Check for cars when crossing the road | Inside voices  Speak politely to the driver  Follow directions given by the driver  Respect the Monto community  Pick up my rubbish  Use kind words to my family, friends and the community members Care for animals | Arrive at school before 9am  Bikes and scooters in correct area  Walk bikes and scooters in grounds  Go directly to and from the bus drop off area.  Be at school at the right time for excursion | Being kind to others on the way to/from school (including my parents)  Listening to the teachers and my parents/caregivers |
| **Toilets and drink taps** | Walk  Line up  Hands to self  Use soap to wash hands  Drink from Drink taps only | Wait quietly in line  Quiet voices | Turn taps off after use  Wash hands to stop the spread of germs  Flush toilet  Move back to class quickly | Wash my hands  Utilise other taps  Respect others’ privacy |
| **Veranda** | Walking on the veranda  Sitting on the floor  Things in port racks  Walk up and down stairs and ramp | Move quietly around the school  Eyes front – not peering into classrooms/rooms  Keep port racks tidy | Keep verandas clear and tidy | Moving sensibly on the verandas  Follow directions  Use kind words |
| **Office** | Stand or sit quietly  Stay in the foyer area | Quiet space | Wait quietly for adults | use my manners – say hello, please, thank you |
| **Excursions**  **/Camps** | Follow instructions  Stay with the group | Other visitors in the area  Other teachers or staff working with us | Care for my belongings  Know where my daypack, water bottle, hat are | Be a problem solver  Be a helper  Represent our school proudly |
| **Sports Shed** | Only year 6 students  Line up to borrow or return equipment | Put away the equipment  Use equipment correctly  Keep the shed neat | Returning equipment  Caring for equipment | Talk to teacher on duty if ball goes out of bounds or over the fence  Let monitors or teachers know if something is damaged |
| **Equipment** | Using equipment safely – eg. Scissors, computers, rulers  Follow school rules around devices | Taking care of school property Respecting other people’s things Asking to borrow things | Keeping my area tidy and packing away my things Helping the class to pack away and clean up | Getting my belongings out of my bag, fruit, drink bottle, pencil case, home reader, homework, notes and hat |
| **Music**  **/ LOTE** | Sitting on the carpet  Sitting in my spot  Walking feet  First time every time!  Hold on to equipment for music | 6LS – looking, listening, hands in lap, lips closed, legs crossed and learning  Listen to instructions  Following instructions  Face the teacher when talking | Caring for the music room resources  Completing activities with a smile  Positive learner – alone and in groups  Put away resources when asked  Keep our rooms tidy | Hands up  Positive and supportive  Be Kind  Be a Helper  Be a team |

**Focused Teaching**

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day, or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

At Monto State School, if students need focused teaching, we complete these lessons during lunch using our behaviour focus of the week. Students have the opportunity to re-learn, ask questions and model what good behaviour looks like at Monto State School.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff are also able to work collaboratively with class teachers at Monto State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

* no longer require the additional support
* require ongoing focussed teaching
* require intensive teaching.

**Intensive Teaching**

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student’s family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will address the acute impact of barriers to learning and participation faced by students who are negotiating complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Often our intensive teaching requires the presence of a parent and a meeting to discuss an Individual Behaviour Support Plan (IBSP) to support improved behaviour.

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| Disciplinary Consequences |
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The disciplinary consequences model used at Monto State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

We follow a three level system called our tiers of response, that allows us to differentiate behaviour between a minor and a major. The tiers of response provides staff with the categories that align with OneSchool. The tiers of response system also states whether a certain behaviour should be managed by a classroom teacher and teacher aide, or by the principal. In addition, Monto Primary School uses the tiers of response to identify the consequence for most behaviours in our school. The three level system gives our staff a guide to follow when dealing with student behaviour throughout the school.

At Monto State School we use our minor and major behaviour chart to determine the behaviour then we use our tiers of response to respond to the behaviour. When responding to behaviour we use calm communication and we give instructions to find our the ‘why’ of the behaviour rather than the ‘what’.

The majority of our students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. However some students may need additional support, time and opportunities to practise expected behaviours. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team for determination of a disciplinary consequence.

Infrequently there are circumstances and behaviours that mean that student behaviour will not be dealt with through the warning system/3 tier system of re-direction. These include situations or behaviours which place the student, other students or staff in immediate danger or harm. For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. The determination of this need will be made by the principal in consultation with staff and other relevant stakeholders.

On occasion the behaviour of a student may be so serious, such as causing physical or physcological harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student’s behaviour. This course of action is only taken when the behaviour is so serious that it warrants the immediate removal of the student for the safety of others or a productive learning environment, and no other alternative discipline strategy is considered sufficient to deal with the extreme behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with student learnng or school operations.

**Tiers of Response**

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| --- | --- | --- | --- | --- | --- | --- |
| **Categories** | **Level 1** | **Response** | **Level 2** | **Response** | **Level 3** | **Response** |
| **Inappropriate**  **or**  **Abusive Language** | Isolated put down and name calling (joke or game)  Swearing amongst peers  Indistinct mutterings  Swearing as an exclamation  Negative talk, untruths or gossip  Lying  Inappropriate sexualised language | **Teacher Managed**  **STEP 1**   * 3 warnings * Prompt * Redirect * Choice * Consequence * Record on One School * Reteach * Give positive acknowledgement if behaviour stops   **Continue on to Step 2 if behaviour warrants** | Repeated name calling  Repeated bullying  Repeated swearing or use as exclamation – amongst peers  Repeated negative talk and lying  Repeated inappropriate sexualised language | **Teacher Managed**  **STEP 2**  **At teacher discretion**  ***Classroom***   * Temporarily remove from activity * Remove from activity with other work * Buddy room 15 minutes * Contact Parents and inform principal * Consequences * Record on One School   **Playground**   * Off the playground * Walk with teacher * Loss of privilege – removal from game, or access to materials * Remove from playground area * Discuss behaviour with teacher and principal * Conference with teacher/principal * Teacher contact parents   **Continue on to Step 3 if required** | Sustained name calling/Bullying/Racial comments  Threats of harm/harassment  Sustained swearing  Habitual lying  Sustained sexualised language. | **Principal Managed STEP 3**  In order of executive discretion  **Student to Principal**   * Inform student of violation * State expected behaviour * Identify where it fits on our matrix -Safe, Respectful, Responsible, or Thinker * Parent/caregiver phoned * Formal Caution * Parent/caregiver interview * Suspension * Exclusion |
| **Non-compliance** | Cheating  Not following directions  Lack of respect in manner/compliance  Slow to comply with requests  Half completion of tasks/ requests  Running on a hard surface  Careless wandering Out of bounds  Playing or lingering in toilets  Not wearing hat during play in non-shade areas | Refusal to comply to a direction  Running in walking areas  Refusal to complete task or requests  Repeatedly out of bounds  Not wearing a hat continually  Inappropriate use of toilets or continual misbehaviour in drinking tap areas | Defiance/non-compliance  Leaves group or room without permission  Repeated playing in out of bounds area leading to injuries to others  Throwing objects at others or with intention  Damage or defacing of toilets  Damage to drink taps or troughs |
| **Disruptive Behaviours** | Talking while the teacher is talking Yelling or screaming Making noise with materials  Horseplay | Continual chatter while teacher talking  Out of seats behaviour  Tantrum throwing | Pushing/tackling  Inappropriate physical contact, striking; throws weapons; calling out in class |
| **Physical Aggression** | Careless pushing/shoving in allowed game  Careless contact in an allowed game  Careless swinging arm that connects  Reactive response to situation  Throwing projectiles (sticks, rocks, equipment) | Repeated pushing and shoving  Outbursts  Striking/Grabbing  Pursuing other students to harm  Biting, hitting, pinching  Over-reactive response to a situation  Throwing projectiles deliberately | Yelling and screaming  Intentionally hurting other students or staff  Pursuing other students to hurt or threaten  Extreme and inappropriate response to a situation |
| **Damage and Misuse of Property** | Careless use of equipment Accidental breakage through misuse/ careless use | Recklessly using equipment  Breaking equipment  Wasting materials | Wilfully and purposefully damaging property  Deliberate wastage of resources  Graffiti  Taking property  Stealing and damaging others’ property |
| **Social Media/Technology** | Isolated incident of using devices during school hours (including bus lines) | Repeated use of phone during school time.  Used for inappropriate messages or images | Repeated misuse of phones or i-pads  Abusive messages or images  Cyber bulling  Inappropriate images  Repeated usage at school after redirection |

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| **Minor and Major Behaviours – Monto State School** | | |
|  | **Minor (teacher consequences. Parents may need to be notified)** | **Major (Immediate Referral to Principal)** |
| **Being**  **responsible** | Dress Code | |
| * Closed in shoes and socks on playground * Not wearing sun safe shirt or broad brim hat | * Clothing that has inappropriate pictures or language |
| Non-Compliant with Routine of School | |
| * Running on cement * In out of bound areas * Non-compliant with school and class routines and procedures eg. Logging off computers, tucking chairs in, * Not tidying up play areas or equipment * Must wait for instructions to leave classroom | * Student persistently refuses to be re-directed or comply with reasonable requests continually |
| Refusal to Participate in Program of Instruction | |
| * Failure to complete or participate in set tasks * Refusal to participate in appropriately levelled learning tasks * Failure to follow instructions at school events – parade, sporting, camping activities | * Students consistently refuses to comply or follow staff instructions causing disruption or unsafe situation |
| Lying/Cheating | |
| * Not being honest about minor events in classroom or playground * Looking at, or copying the work of others during testing | * Deliberately implicating another student in incidents they were not involved in * Deliberately minimising the involvement of another student/s in an incident. * Deliberately, and continually spreading untruths or hurtful information about another person * Deliberately copying the work of others and passing it off as their own. |
| Property Misconduct | |
| * Poor treatment of school property which does not lead to permanent damage eg drawing on desks with pencil, mistreating library books * Taking items from others and not returning | * Major destruction or disfigures school property or property of other students or staff eg graffiti, vandalism, destruction library books, school computers/ipads, and gardens/trees/plants |
| IT Misconduct | |
| * Bad treatment of school IT devices * Playing inappropriate games on computers, ipads, phones, watches * Failure to hand in personal devices prior to school commencing | * Cyberbullying * Sharing of inappropriate, explicit online material or filming other students without permission * Creating or spreading inappropriate images * Misuse of another students or staff members’ passwords and log in details * Accessing inappropriate information or images on school computer system * Inappropriate use of personal devices in a school setting or at a school event. |
| Other Conduct Prejudicial to good order and management of school | |
|  | * Theft * Falsifying documents – parental notes/signatures, teacher signature, |
| **Being respectful** | Bullying/Harassment | |
| * One off event – drawing offensive pictures, making offensive jokes, defaming others, spreading rumours | * Continual bullying/harassment/victimisation-including unwanted sexual, religious, racial, gender, or disability related comments * Cyberbullying – inappropriate language, jokes, images, or threats made to students or staff * Sharing inappropriate images |
| Defiant | |
| * Refusing to participate in school related events or learning experiences | * Refusing to follow re-direction or leave an area * Threats made to other students or staff |
|  | Disruptive | |
| * Low intensity, inappropriate behaviour which interrupts learning and teaching * Calling out * Not putting hand up * Out of seat * Back chatting /Inappropriate language/odd statements or noises designed to distract and disrupt * Throwing food/rubbish/objects | * Repeated or continual use of inappropriate language – swearing, not using an inside voice, silly noises * Using materials inappropriately * Physically contacting other students e.g. hitting, pushing * Severely interrupting the learning process * Multiple students causing disruptions together preventing teaching and learning, or unsafe conduct in the playground, in undercover areas or toilets |
| Verbal Misconduct | |
| * Low intensity of inappropriate or offensive language or actions, name calling * Name calling, low level teasing, rudeness | * Profanity, verbal threats/aggression directed to students or staff * Offensive or discriminatory language, and name- calling directed at other students, staff and other persons. * Blatant disrespect |
| Being Safe | Physical misconduct (person to person) | |
| * Physical contact e.g. pushing, shoving, flicking, kicking which does not lead to physical injury | * Fighting * Threatening others with objects * Intimidating behaviour * Touching which is violent, aggressive or of a sexual nature. |
| Misconduct involving an Object | |
| * Not using school equipment for its appropriate use * Using sticks, rocks, hats, pencils, rulers and other items inappropriately * Littering school grounds | * Using objects in such a way that they cause injury/harm to other students or themselves * Threatening another student, staff member, or visitor with an object * Making a false alarm with the purpose to frighten. |
| Possessing Prohibited Items | |
| * Aerosol spray * Chewing/Bubble gum * Liquid paper * Lollies * Electronic devices e.g. phones and iPad, switched on at school unless authorised in writing by a staff member. | * Use of mobile phones in any area of school to text, email, voicemail, photograph or film without authorisation. * Possession of weapons - knives, fire arms/bullets, laser pointers, matches, bomb * Causing damage to personal or school property through the use of a prohibited item * Refusal to hand over prohibited items |
| Substance Misconduct (MAJOR - Principal) | |
|  | * Possession of or selling drugs; and drug related paraphernalia |
| Substance Misconduct involving tobacco and other legal substances and medications (Principal) | |
|  | * Illicit and legal drugs e.g. cigarettes, vapes, lighters, alcohol, medications e.g. - ritalin, pain medication e.g. Panadol, being used, shared or sold. |
| Truant or Skip Class | |
| Students walks out of class but remains in view | Outside school grounds without permission  Refuses to enter or leave school grounds  Leaves classroom and is out of teacher’s view  Refuses to attend lesson |

**Differentiated**

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

* Pre-correction (e.g. “Remember, walk quietly to your seat”)
* Non-verbal and visual cues (e.g. posters, hand gestures)
* Whole class practising of routines
* Ratio of 5 positive to 1 negative commentary or feedback to class
* Corrective feedback (e.g. “Hand up when you want to ask a question”)
* Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
* Explicit behavioural instructions (e.g. “Pick up your pencil”)
* Proximity control
* Tactical ignoring of inappropriate behaviour (not student)
* Revised seating plan and relocation of student/s
* Individual positive reinforcement for appropriate behaviour
* Classwide incentives
* Reminders of incentives or class goals
* Redirection
* Low voice and tone for individual instructions
* Give 30 second ‘take-up’ time for student/s to process instruction/s
* Reduce verbal language
* Break down tasks into smaller chunks
* Provide positive choice of task order (e.g. “Which one do you want to start with?”)
* Prompt student to take a break or time away in class
* Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
* Provide demonstration of expected behaviour
* Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
* Private discussion with student about expected behaviour
* Reprimand for inappropriate behaviour
* Warning of more serious consequences (e.g. removal from classroom)
* Detention

**Focussed**

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

* Individual student behaviour support strategies (e.g. Student behaviour plan)
* Targeted skills teaching in small group
* Token economy
* Detention
* Behavioural contract
* Counselling and guidance support
* Self-monitoring plan
* Check in Check Out strategy
* Teacher coaching and debriefing
* Referral to Student Support Network for team based problem solving
* Stakeholder meeting with parents and external agencies

**Intensive**

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

* Functional Behaviour Assessment based individual support plan
* Complex case management and review
* Stakeholder meeting with parents and external agencies including regional specialists
* Temporary removal of student property (e.g. mobile phone)
* Short term suspension (up to 10 school days)
* Long term suspension (up to 20 school days)
* Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
* Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
* Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
* Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

**School Disciplinary Absences**

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

* Short suspension (1 to 10 school days)
* Long suspension (11 to 20 school days)
* Charge-related suspension
* Exclusion (period of not more than one year or permanently).

At Monto State School the use of any SDA is considered a very serious decision. It is used by the Principal when other options have been exhausted or the student’s behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

**Re-entry following suspension**

Students who are suspended from Monto State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. At this meeting their IBSP will be discussed and aggreed to. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

**Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

**Structure**

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

* Welcome back to school
* Check in on student wellbeing
* Explin IBSP
* Discuss any recent changes to school routine or staffing
* Offer information about supports available (e.g. guidance officer)
* Set a date for follow-up
* Thank student and parent/s for attending

**Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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| School Policies |
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Monto State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

* Temporary removal of student property
* Use of mobile phones and other devices by students
* Preventing and responding to bullying
* Appropriate use of social media

**Temporary removal of student property**

The removal of any property in a student’s possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

* the condition, nature or value of the property
* the circumstances in which the property was removed
* the safety of the student from whom the property was removed, other students or staff members
* good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Monto State School and will be removed immediately if found in a student’s possession:

* illegal items or weapons (e.g. guns, unfired bullets, knives\*, throwing stars, brass knuckles, chains)
* imitation guns or weapons
* potentially dangerous items (e.g. blades, rope)
* drugs\*\* (including tobacco/vapes)
* alcohol
* aerosol deodorants or cans (including spray paint; deoderant)
* explosives (e.g. fireworks, flares, sparklers)
* flammable solids or liquids (e.g. fire starters, mothballs, lighters, matchers)
* poisons (e.g. weed killer, insecticides)
* inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

**Responsibilities**

**Monto State School Staff**:

* do not require the student’s consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
* may seize a student’s bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
* consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
* there may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an EpiPen for an anaphylactic emergency);
* consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student’s parents should be called to make such a determination.

**Parents** of students at Monto State School:

* ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  + is prohibited according to the Monto State School Student Code of Conduct
  + is illegal
  + puts the safety or wellbeing of others at risk
  + does not preserve a caring, safe, supportive or productive learning environment
  + does not maintain and foster mutual respect;
* collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

**Students** of Monto State School:

* do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  + is prohibited according to the Monto State School Code of Conduct
  + is illegal
  + puts the safety or wellbeing of others at risk
  + does not preserve a caring, safe, supportive or productive learning environment
  + does not maintain and foster mutual respect;
* collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

**Use of mobile phones and other devices by students**

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Monto State School has determined that **mobile phones are not part of our learning environment**. If students bring mobiles or other electronic devices with them to school, they are to be handed in at the office. They will be returned to the student at the end of the day. Students will need to collect their electronic devices from the office prior to leaving for home.

At Monto State School, we realise that new ways of managing medical conditions is continually evolving. Utilising a mobile phone to monitor a medical condition such as insulin levels for a diabetic student, will be supported by all school staff. However the student, parents/caregivers and staff will need to meet as part of the “set up” process, and implementation of this management plan so that students can be supported and cared for.

Please respect our school’s expectations around these devices and their use during school time.

**Responsibilities**

It is the responsibility of the students to care for their own device and hand it in to the office. Failure to do this, means that the student will be sent to the Principal.

It is **unacceptable** for students at Monto State School to:

* use a mobile phone or other devices in an unlawful manner
* use a mobile phone in technology-free designated spaces or times
* download, distribute or publish offensive messages or pictures
* use obscene, inflammatory, racist, discriminatory or derogatory language
* use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
* insult, harass or attack others or use obscene or abusive language
* deliberately waste printing and internet resources
* damage computers, printers or network equipment
* commit plagiarism or violate copyright laws
* send chain letters or spam email (junk mail)
* use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
* invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

Electronic devices required by students to facilitate and assist with their learning will be used after consultation with the parents, teachers, principal and support staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Monto State School Student Code of Conduct. In addition students and their parents should:

* understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department’s ICT network facilities
* ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
* be aware that:
  + access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  + the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  + schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  + students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  + despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  + teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

**Preventing and responding to bullying**

Monto State School uses the [Australian Student Wellbeing Framework](https://studentwellbeinghub.edu.au/resources/detail?id=dd6b5222-d5c5-6d32-997d-ff0000a69c30) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child’s education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Monto State School has a **Student Council**, with representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.



1. **Leadership**

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

1. **Inclusion**

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

1. **Student voice**

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

1. **Partnerships**

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

1. **Support**

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](https://campaigns.premiers.qld.gov.au/antibullying/taskforce/) in 2018, and at Monto State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

**Bullying**

The agreed national definition for Australian schools describes bullying as

* ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
* involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
* happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
* having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

* mutual arguments and disagreements (where there is no power imbalance)
* not liking someone or a single act of social rejection
* one-off acts of meanness or spite
* isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Monto State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Monto State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

**Monto State School - Bullying response flowchart for teachers**

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

**Key contacts for students and parents to report bullying:**

**Prep to Year 6** – Class teacher

* Provide a safe, quiet space to talk
* Reassure the student that you will listen to them
* Let them share their experience and feelings without interruption
* If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
* Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
* Write a record of your communication with the student
* Check back with the student to ensure you have the facts correct
* Enter the record in OneSchool
* Notify parent/s that the issue of concern is being investigated
* Gather additional information from other students, staff or family
* Review any previous reports or records for students involved
* Make sure you can answer who, what, where, when and how
* Clarify information with student and check on their wellbeing
* Meet with the student to review situation
* Discuss what has changed, improved or worsened
* Explore other options for strengthening student wellbeing or safety
* Report back to parent
* Record outcomes in OneSchool
* Continue to check in with student on regular basis until concerns have been mitigated
* Record notes of follow-up meetings in OneSchool
* Refer matter to specialist staff within 48 hours if problems escalate
* Look for opportunities to improve school wellbeing for all students
* Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
* Make a time to meet with the student to discuss next steps
* Ask the student what they believe will help address the situation
* Engage the student as part of the solution
* Provide the student and parent with information about student support network
* Agree to a plan of action and timeline for the student, parent and yourself
* Document the plan of action in OneSchool
* Complete all actions agreed with student and parent within agreed timeframes
* Monitor student and check in regularly on their wellbeing
* Seek assistance from student support network if needed

**Cyberbullying**

Cyberbullying is treated at Monto State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](https://www.esafety.gov.au/) or the Queensland Police Service.

Students enrolled at Monto State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the principal.

**Monto State School - Cyberbullying response flowchart for school staff**

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**Cybersafety and Reputation Management (CRM)**

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](https://behaviour.education.qld.gov.au/resources-publications/Documents/cyberbullying-parents-caregivers-guide.pdf) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](https://intranet.qed.qld.gov.au/EducationDelivery/educationandict/cybersafetyandReputationmanagement) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](https://intranet.qed.qld.gov.au/EducationDelivery/educationandict/cybersafetyandReputationmanagement) (Department employees only).

**Student Intervention and Support Services**

Monto State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Monto State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students’ concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

**Appropriate use of social media**

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It’s important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

* Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
* Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
* Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
* Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
* A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
* Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
* As a parent you have a role in supervising and regulating your child’s online activities at home and its impact on the reputation and privacy of others. Parents are their child’s first teachers — so they will learn online behaviours from you.

**Is it appropriate to comment or post about schools, staff or students?**

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child’s learning and/or affects the school community at large, contact the school principal.

**Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of ‘using a carriage service to menace, harass or cause offence’ (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

**What about other people’s privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child’s successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child’s name attached to images online.

**What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

* refrain from responding
* take a screen capture or print a copy of the concerning online content
* if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
* block the offending user
* report the content to the social media provider.

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| Restrictive Practices |
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School staff at Monto State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student’s behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department’s **Restrictive practices procedure** is written with consideration for the protection of everyone’s human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

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| Critical Incidents |
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It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations